



This guide offers suggestions for presenting ***Embedded Teaching and Learning: The Teaching Loop***. This in-service suite includes a PowerPoint presentation and supporting materials. Please remember to use and adapt these materials as needed for specific audiences.

MATERIALS NEEDED:

- Presenter PowerPoint slides (22)
- Optional slides (2) (Video)
- Projector and audio equipment
- Learning Activities
 - » *Role Play: Effective Teaching Loop Checklist*
 - » *Child Participation Evaluation*
- Tips for Teachers
- Tools for Teachers
 - » *Instructional Planning Form*
- Tools for Supervisors
 - » *Individualized Teaching Observation Form*
- Helpful Resources
- Flip chart or similar large paper, and markers for writing participant ideas

BEFORE YOU BEGIN:

- The purpose of this presentation is to provide participants with information about a teaching practice known as a *teaching loop*.
- This is one in a series of in-service suites on embedded teaching and learning.
- Learning activities offer practice opportunities for each step of a teaching loop.
- Many of the learning activities include video examples. As the presenter, you may want to familiarize yourself with them prior to the presentation.
- Optional videos and accompanying notes are located at the end of this document.

This in-service suite is most effective when taught with these other suites:

- *Break it Down: Turning Goals into Everyday Teaching Opportunities*
- *Activity Matrix: Organizing Learning throughout the Day*
- *Curriculum Modifications: An Introduction*



SLIDE 1: EMBEDDED TEACHING AND LEARNING: THE TEACHING LOOP

Introductions:

- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves (where they are working, their current roles, etc.)
- Share an icebreaker related to the topic.

Examples:

- Tell us your most effective way to teach numbers or letters to children.
- Tell us about a skill you are learning and how you would teach it to someone else.

Introduce the topic.

This presentation focuses on a teaching practice known as a teaching loop and explains its four components. It highlights the benefits of using this type of teaching practice and discusses when, why, and how to use it.



SLIDE 2: NCQTL'S FRAMEWORK FOR EFFECTIVE EVERYDAY PRACTICE

Introduce NCQTL.

The four components of the House Framework support school readiness for all children.

- The foundation represents effective and engaging interactions and environments.
- The pillars represent research-based curricula and teaching practices, and ongoing child assessment.
- The roof represents highly individualized teaching and learning.
- All four components interact with each other and are essential for effective everyday practice for all children.

The Teaching Loop fits into the roof of the house because it is a highly individualized teaching strategy.



OBJECTIVES

What is a teaching loop?

Why use a teaching loop?

How does a teaching loop support individualized instruction?

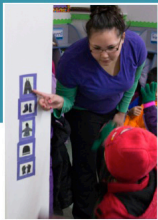
SLIDE 3: OBJECTIVES

This presentation will answer these questions:

- What is a teaching loop?
- Why use a teaching loop?
- How does a teaching loop support individualized instruction?

WHAT IS A TEACHING LOOP?

A brief teaching interaction used to teach small steps, or separate skills



SLIDE 4: WHAT IS A TEACHING LOOP?

A teaching loop is a practice that is used to teach small, separate parts of a child's learning objective. A teaching loop is used to create a brief, highly targeted and individualized teaching interaction that maximizes learning time. In other words, it is a quick, specific, and efficient teaching moment.

Each teaching loop has four important steps. Leaving out a step will result in an incomplete learning interaction. When a teacher plans the interaction and completes each step, a teaching loop is a very effective way to teach children.

NOTE

Instruction loop, discrete trial, or learning trial, are other terms that are used for the teaching loop instructional strategy.

NOTE

One of the steps in the teaching loop is "giving assistance." Remind participants that they may already know this step as "prompting" or "scaffolding." For additional information on giving assistance, refer to the in-service suites *Break it Down: Turning Goals into Everyday Teaching Opportunities*, *Scaffolding Children's Learning*, and *Curriculum Modifications: An Introduction*.



Length of video: Approximately 1 minute and 21 seconds

SLIDE 5: VIDEO: THE TEACHING LOOP

Introduce the video.

This video demonstrates what a teaching loop looks like. Watch how teachers use the teaching loop to teach new skills to children.

VIDEO 

DISCUSSION 

Ask participants to share their comments.

Points to highlight:


- Teachers may recognize this strategy as they watch the video; they may be using it daily.
- This suite provides a chance to learn the importance of each of the steps, how to provide the right amount of assistance, and what to do when a child does not successfully complete a task.

NOTE 

A teaching loop is most effective when a teacher plans the cue and the amount of help to provide ahead of time. However, a teaching loop can still create a high quality teaching interaction—even when used informally where the teacher takes advantage of naturally occurring teachable moments.

WHY USE A TEACHING LOOP?

To provide individualized learning opportunities for a child who is not making enough progress



SLIDE 6: WHY USE A TEACHING LOOP?

A child may not make progress on a learning objective, despite a teacher’s best efforts to create engaging interactions and environments. This child may need teaching practices that are more individualized in order to succeed with the learning objective. The teaching loop is one such strategy.

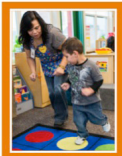
WHEN TO USE A TEACHING LOOP?



Anytime



Anywhere



With any child

EMPHASIZE



Teachers can use this strategy in an intentional way to provide children with more learning opportunities throughout the day.

SLIDE 7: WHEN TO USE A TEACHING LOOP?

A teaching loop is a strategy that can be used:

- To work on any learning objective.
- During any activity at any time of the day.
- With any child: one who simply needs more planned opportunities for learning, or a child who needs more ongoing support due to a significant learning need.

NOTE



The teaching loop is an effective instructional strategy for all children. Some children who have identified special learning needs will require ongoing individualized instruction at a higher intensity and for a longer period of time. Other children may only require specialized strategies for a short time or while learning a specific behavior or skill.

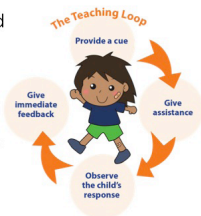
THE TEACHING LOOP

Step 1: Provide the child with a cue.

Step 2: Give assistance.

Step 3: Observe the child's response.

Step 4: Give immediate feedback.



SLIDE 8: THE TEACHING LOOP

The teaching loop has four steps.

Step 1: Provide the child with a cue. The cue signals the beginning of the teaching trial, or loop, and is the first instruction for the child.

Step 2: Give the right amount of assistance to help a child be successful with accomplishing a task.

Step 3: Observe the child's response to the cue.

Step 4: Give immediate feedback to the child.

This presentation will go into more detail for each of these steps.



STEP 1: PROVIDING THE CUE

Given when you have the child's attention

- Given only one time
- Given clearly and concisely

Provide a cue



SLIDE 9:

STEP 1: PROVIDING THE CUE

Begin planning the teaching loop by identifying the skill you want the child to learn.

The cue, or beginning of the loop, is directly related to what you are teaching. For instance, when teaching color concepts to a child who is beginning to learn English, a cue could be "What color is this?" while holding up a red block, or "Please pass me the green bowl," said during snack time, while pointing to the bowl.

Cues can be verbal (spoken) or non-verbal (showing a picture or pointing to a toy). Cues may also be presented naturally by environmental arrangement. For example, place an object out of the child's reach to encourage the child to use words to request the object. When selecting a cue, consider the specific skill you want to elicit and the type of response you expect from a child. Do you want the child to demonstrate what he or she knows (e.g., number concepts, letter names), or to engage in a specific action or behavior (e.g., initiate asking for help or make a request? Will the child respond verbally with words or non-verbally by showing or doing?)

There are three principles to keep in mind when providing cues.

- Cues are given when you have the child's attention.
- Cues are given only one time.
- Cues are given clearly and concisely.

EXAMPLES OF CUES

"What color is the top block?"

"Show me how you jump down with two feet!"

"What do you think will happen next?"

A teacher shows a child a picture of a clean-up bucket to cue the child to clean up.

Insufficient materials are intentionally set out to elicit a request from the child."

A teacher points to the closed door to the playground, to cue the child to say the word "open."

SLIDE 10:

EXAMPLES OF CUES

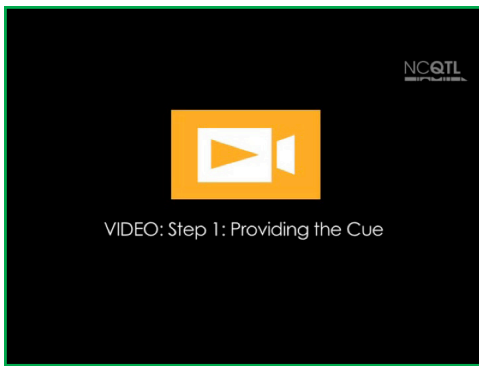
- "What color is the top block?"
- A teacher shows a child a picture of a clean-up bucket to cue the child to clean up.
- "Show me how you jump down with two feet!"
- Insufficient or incorrect materials are intentionally set out to elicit a request for more or different items from the child.
- "What do you think will happen next?"
- A teacher points to the closed door to the playground, to cue the child to say the word "open."

DISCUSSION



Ask participants to suggest what kinds of responses they might expect from a child for each example.





Length of video: Approximately 1 minute and 4 seconds

SLIDE 11: VIDEO: STEP 1: PROVIDING THE CUE

HANDOUT

Distribute and review *Tips for Teachers*. This tip sheet is designed to remind teachers of the principles of each step in the teaching loop. Encourage teachers to post this handout in their classroom.

Introduce the video.

This video demonstrates a variety of cues teachers give to begin a teaching loop.

Encourage participants to look for examples of the principles listed on the tip sheet as they watch the video.

VIDEO

DISCUSSION

Ask participants to generate a list of cues they use to teach children new skills or behaviors.

NOTE

This discussion leads into the next learning activity.



LEARNING ACTIVITY: ROLE PLAY: EFFECTIVE TEACHING LOOP CHECKLIST, STEP 1

In this learning activity, participants work in pairs to practice the first step of a teaching loop, providing cues.

HANDOUT

Distribute the *Role Play: Effective Teaching Loop Checklist* learning activity and review the directions. This handout includes a checklist that describes principles for all steps in the teaching loop.

Participants begin by role playing Step 1: Providing a Cue.

NOTE

This learning activity allows teachers to practice each of the four steps of a teaching loop. It's intended to be completed in stages, after the participants are introduced to each new step. However, it may be also done all at once, after participants have been introduced to all four steps following Slide 19.

STEP 2: GIVING ASSISTANCE



- Assistance is given before the child responds.
- Assistance is given with a calm and kind demeanor.
- The correct amount of assistance is planned in advance.

EMPHASIZE *

Provide just the right amount of assistance.

SLIDE 12: STEP 2: GIVING ASSISTANCE

The second step in a teaching loop is to provide the right amount of help for the child to succeed. Just as it is important to be clear and brief, it is critical to give the correct amount of assistance. Teachers can plan for different levels of assistance depending on a child's skill level. Examples of more intensive levels of assistance include providing visual models, physical support, or direct instruction. Less intensive assistance may include verbal hints, pointing, encouragement, and open-ended questions. Teachers should give the child the correct level of assistance until she can perform the skill independently without needing any help.

There are three principles to keep in mind when giving assistance to children:

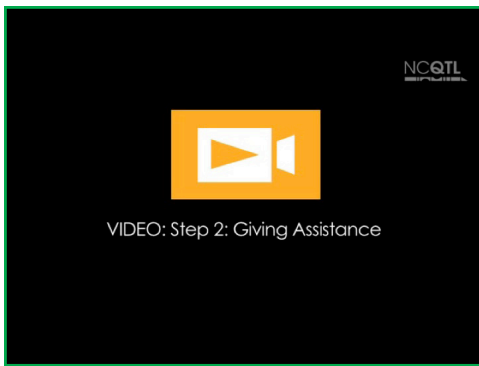
- Assistance is given before the child responds, to minimize the chance for errors.
- Assistance is given with a calm and kind demeanor.
- The amount of help the child needs to succeed is planned in advance.

Before teaching a new skill, observe and assess a child's current skills to determine the appropriate level of assistance the child might need to perform the skill. Once the correct level of support is determined, the teaching phase can begin. As the child becomes able to perform the skill successfully, plan to decrease the level of support until the child is able to perform the skill independently with no assistance needed.

It is important to provide just the right amount of assistance.

- If *too much* assistance is given, a child cannot accurately demonstrate what she knows. She may also learn to depend on a teacher's help when it is not necessary.
- If *too little* assistance is given, a child may make errors and not be able to experience a sense of accomplishment.
- When *just the right amount* of assistance is provided, the child is more likely to be successful and make progress.





Length of video: Approximately 1 minute and 11 seconds

SLIDE 13: VIDEO: STEP 2: GIVING ASSISTANCE

Introduce the video.

This video demonstrates the variety of ways teachers provide assistance to children who are learning a new skill.

VIDEO 

DISCUSSION 

Ask participants to generate a list of ways they routinely provide help to children when they teach new skills. Have them identify levels of assistance (more or less intensive) for their examples. This discussion leads into the second step of the *Role Play: Effective Teaching Loop* learning activity.



LEARNING ACTIVITY: ROLE PLAY: EFFECTIVE TEACHING LOOP CHECKLIST, STEP 2

In the second part of the learning activity, participants practice different ways of giving assistance.

Participants may work in the same pairs or with a different partner.

STEP 3: OBSERVE THE CHILD'S RESPONSE



Was it...

- Correct?
- Incorrect?
- No response at all?

SLIDE 14:

STEP 3: OBSERVING THE CHILD'S RESPONSE

The third step in a teaching loop is to observe the child's response. Was it correct, incorrect, or was there no response at all? The response gives teachers critical information about the child's skill level or understanding.

NOTE

There is no video or learning activity for this step. This step will be practiced with step four of the teaching loop: giving immediate feedback.

STEP 4: GIVING IMMEDIATE FEEDBACK

- Feedback is given immediately after the child responds.
- Feedback is clear.
- Feedback is behavior specific—the feedback matches exactly what the child has just accomplished.



SLIDE 15:

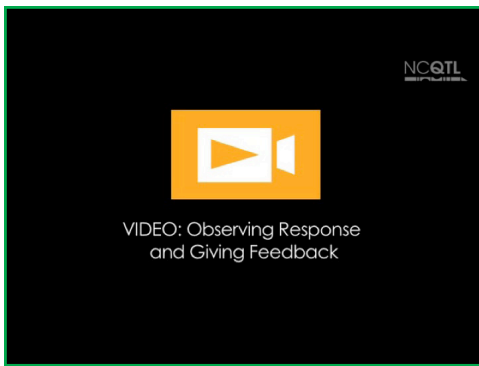
STEP 4: GIVING IMMEDIATE FEEDBACK

The last step in a teaching loop is to give immediate feedback after the child responds.

If the child responds correctly, the teacher will affirm the answer or behavior. If the child responds incorrectly, the teacher will respond with encouragement and gentle correction. If the child gives no response, the teacher will wait for a few seconds, then start over and deliver the cue again. If the child still does not respond, reconsider the skill, the cue, and the level of assistance.

Here are the three principles for giving immediate feedback:

- Feedback is given immediately after the child responds.
- Feedback is clear.
- Feedback is behavior specific—the feedback matches exactly what the child has just accomplished.



Length of video: Approximately 1 minute and 25 seconds

SLIDE 16: VIDEO: OBSERVING CHILD'S RESPONSE AND GIVING IMMEDIATE FEEDBACK

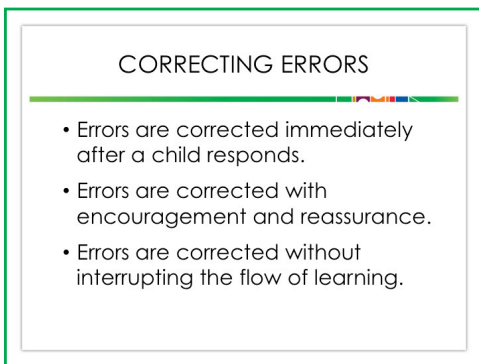
Introduce the video.

This video shows teachers giving feedback to children in a variety of ways.

VIDEO 

DISCUSSION 

Ask participants to discuss the ways they give feedback to children and their level of comfort in correcting a child who makes a learning mistake.

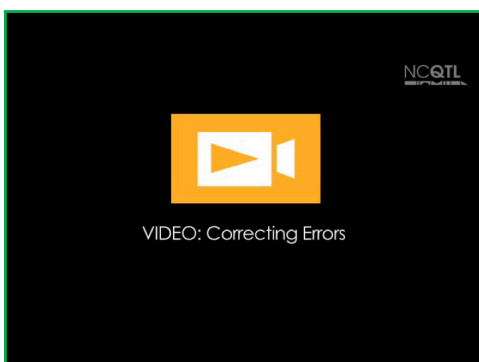


SLIDE 17: CORRECTING ERRORS

If the child responds incorrectly, the teacher responds with encouragement and gentle correction. Corrections are given without interrupting the flow of learning.

Here are three principles for correcting errors:

- Errors are corrected immediately after a child responds.
- Errors are corrected with encouragement and reassurance.
- Errors are corrected without interrupting the flow of learning.



Length of video: Approximately 1 minute and 41 seconds

SLIDE 18: VIDEO: CORRECTING ERRORS

Introduce the video.

This video demonstrates the variety of ways teachers correct a child's error without interrupting the flow of the learning.

VIDEO 

DISCUSSION 

Ask participants to generate a list of ways they might correct the errors that children make when learning a new skill.



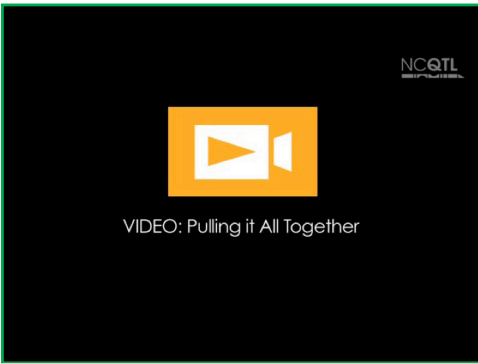


LEARNING ACTIVITY:

ROLE PLAY: EFFECTIVE TEACHING LOOP CHECKLIST, STEPS 3 & 4

In these third and fourth phases of the learning activity, participants practice observing a child's response and using different ways to give feedback to the child, based on her response. Teachers may also practice correcting errors during this phase.

Participants may work in the same pairs or with a different partner.



Length of video: Approximately 1 minute and 15 seconds

SLIDE 19:

VIDEO: PULLING IT ALL TOGETHER

Introduce the video.

This video shows teachers delivering the full teaching loop to help children learn a variety of skills. The video pauses after each step to offer further clarification of the steps.

VIDEO 

DISCUSSION 

Ask participants if they view any of these video clips in a different light now that they have practiced each step.



LEARNING ACTIVITY:

ROLE PLAY: EFFECTIVE TEACHING LOOP CHECKLIST—FINAL STEP, PULLING IT ALL TOGETHER

This last step gives participants time to practice the entire teaching loop from beginning to end.

Participants again may work in the same pairs or rotate and they can refer to each step of the learning activity for reference.

TEACHING LOOPS SUPPORT INDIVIDUALIZED INSTRUCTION

IEP objectives, ILP objectives or
a new behavior



SLIDE 20: TEACHING LOOPS SUPPORT INDIVIDUALIZED INSTRUCTION

Teachers may have questions about which child or learning objectives warrant this type of individualized instruction. A teaching loop is effective in teaching Individualized Education Program (IEP) objectives, Individual Learning Plan (ILP) objectives, or a new behavior. To help them decide which learning objectives to target with the use of a teaching loop, teachers should do careful classroom observations of a child's strengths and areas of concern.



LEARNING ACTIVITY:

CHILD PARTICIPATION EVALUATION

This learning activity gives participants practice in completing a child participation evaluation worksheet. This worksheet allows teachers to practice making decisions about how to plan for and individualize their instruction for a child. It is designed to help teachers focus on a child's strengths and areas of concern throughout the day.

NOTE

It's important for classroom teams to come to a consensus about activity expectations and then record them. This worksheet can be used to share information on what a child's strengths are and help teachers determine which skills they should target when planning their instruction.

For this activity, participants work in small groups, preferably in their classroom teams.

HANDOUT

Distribute the *Child Participation Evaluation* handout and review the directions.

DISCUSSION

If desired, bring small groups back together for a whole group discussion.

REVIEW

A teaching loop is a "brief teaching interaction."

Each step in the loop is equally important.

Using a teaching loop helps to create more individualized learning opportunities.

SLIDE 21: REVIEW

A teaching loop is a brief teaching interaction that targets specific skills to teach children **who need more opportunities for learning throughout the day**. Each step of the teaching loop is important to ensure the effectiveness of the teaching interaction. Leaving out a step weakens the interaction, making it more difficult for a child to make progress. Lastly, planning teaching loops in advance maximizes the number of **individualized learning opportunities** throughout the day.

HANDOUT



Distribute handouts, if not distributed during the presentation.

Based on participant roles:

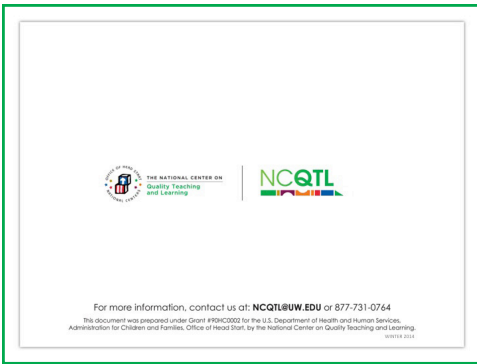
- Distribute and review the *Tips for Teachers* handout.
- Distribute and review *Tools for Teachers*. This handout includes an example form as well as a blank copy that participants can use for planning a teaching loop.
- Distribute and review *Tools for Supervisors*. This handout is meant for participants who are supervising programs or grantees.
- Distribute and review the *Helpful Resources* handout and highlight how the list can be useful.

FOLLOW-UP ACTIVITIES:



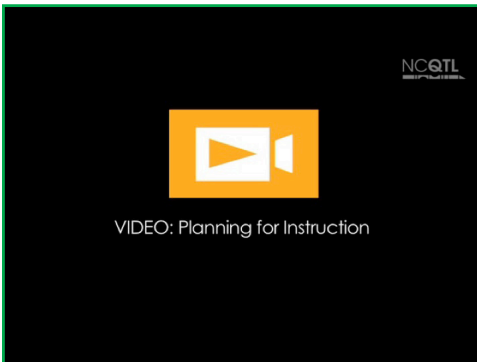
SHARE THE FOLLOWING SUGGESTIONS WITH PARTICIPANTS:

- Planning and implementing a teaching loop takes practice. The more you practice with another adult, the easier it will become when working with children, especially during busy times of the day.
- Choose an item from the *Helpful Resources* list and try at least one new idea in your program.
- Support families in providing instruction with their children at home. Share the *Tips for Teachers* with them and break the teaching loop into even more steps if needed. They can ask their child a question, give their child some help to get it right, then follow up with encouraging feedback.



SLIDE 22: CLOSING

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources to support effective instructional practices in the classroom.



Length of video: Approximately 1 minute and 14 seconds

OPTIONAL VIDEO: PLANNING FOR INSTRUCTION

Introduce the video.

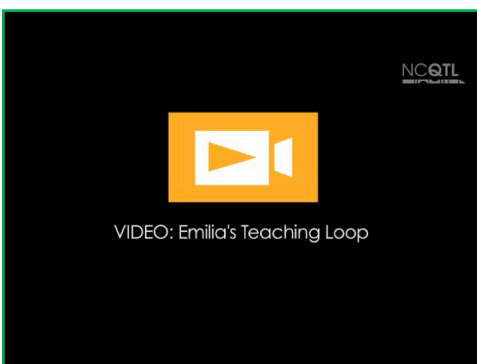
Optional videos are located in the Optional Slides PPT file.

This video shows the process that a teacher goes through when planning teaching loops for a child in her classroom.

VIDEO 

DISCUSSION 

Ask participants to discuss the process they go through when planning for teaching and what factors help them decide what to teach.



Length of video: Approximately 1 minute and 45 seconds

OPTIONAL VIDEO: EMILIA'S TEACHING LOOP

Introduce the video.

This video shows a teacher talk about how and why she created individualized opportunities in the form of a teaching loop for a child in her classroom.

VIDEO 

DISCUSSION 

Ask participants to discuss the ways they have individualized the curriculum to support a particular child's needs.